

# New York School Journal.

"EDUCATION IS THE ONE LIVING FOUNTAIN WHICH MUST WATER EVERY PART OF THE SOCIAL SYSTEM."—EDW. EVERETT.

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REVISED McGUFFEY'S, AND VOTED THEM OUT AS A FAILURE.

Every mail leaving Cincinnati for weeks past has been laden with circulars and pamphlets proclaiming Appletons' Readers a "failure." These statements are endorsed by a few "eminent" teachers from "Owen County," and by local agents of the McGuffey Readers in a few other places, and it was presumed that a wide circulation of these would effectually postpone the day when the old McGuffey book "must go." The circulars, however, were not so potent as was expected. In the special mission upon which they were sent, they have been most conspicuous "failures." They have convinced the public that the country has not been deluged with these things to promote the educational interests of the community but solely to infuse new life into the McGuffey books, whose days of usefulness are so rapidly waning.

On Monday, September 20th, School-Boards, representing  
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tons' Readers and discarded McGuffey's.

More than 200,000 of Appleton's Readers were already in use in the State of Ohio previous to the above date.

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McGUFFEY'S REVISED FIRST READER,	.10	.16
McGUFFEY'S REVISED SECOND READER,	.15	.30
McGUFFEY'S REVISED THIRD READER,	.20	.42
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McGUFFEY'S REVISED ECLECTIC SPELLER.	.10	.18

From Prof. David Swing, Chicago.

"\* \* I can not but wish the teachers had made us bound the State less, and solve fewer puzzles in 'position' and the 'cube-root,' and have made us commit to memory all the whole series of the McGuffey Eclectic Readers.

"The memory that does come up from those far away pages is full of the best wisdom of time or of the timeless land. There we all first learned the awful weakness of the duel that took away a Hamilton; there we saw the grandeur of the 'Blind Preacher' of William Wirt; there we saw the emptiness of the ambition of Alexander, and there we heard even the infidel say, 'Socrates died like a philosopher, but Jesus Christ like a God.'"

Prof. Swing wrote to the publishers concerning the above tribute to McGuffey's Readers:

"I am willing that any words of mine upon education shall be used anywhere, for the education of the children is the chief end of man. The Revised Series of McGuffey's Readers is one of the moral wonders and beauties of the age."

From the Literary World, Boston.

"We must say of McGuffey's Revised Readers that the selections, both in prose and verse, are uncommonly good; the gradation is judicious; and our most eminent authors are represented.

"Their great charm, however, is in their pictures, which it is no exaggeration to say are in the best style, both as respects drawing and engraving, now compassed by American art. There are any number of cuts scattered lavishly through these books, which are equal in beauty and design and delicacy of execution to the best work that has been seen in the magazines. We can say no more."

From the American Stationer, New York.

"An event which is noteworthy for the influence it will exert upon the future is the new edition of McGuffey's Readers, by Van Antwerp, Bragg & Co. The point to which I refer is the marvelous excellence of the engravings. Money could buy nothing better in that line, and the engraver can produce nothing more perfect."

From Prof. Edward S. Joynes.

University of Tennessee.

Van Antwerp, Bragg & Co.

"I have received the beautiful series of McGuffey's Revised Readers, which you have been kind enough to send me, and I congratulate you upon the completion of a work which has added so greatly to the value and beauty of these standard and justly valued books.

"I was a pupil of Dr. McGuffey, and have always regarded him as among the wisest and best American educators. I know that he regarded these Readers as the most important work of his life—highly useful as it was in other respects."

"This revision is a worthy tribute to his memory, for which I take the liberty of thanking you; and I hope the series may long hold its honored place in the favor of the American public." EDWARD S. JOYNES.

### City of St. Louis.

FROM THE REPORT OF COMMITTEE ON COURSE OF STUDY.

"Your Committee being of the opinion that in the matter of durable binding, gradation, completeness, and especially in its features of review lessons, the Revised edition of McGuffey's Series of Readers is much superior to Appleton's, recommend to the Board the introduction of McGuffey's Revised Readers in place of the old series now in use, on the terms contained in the proposition of the publishers."

JAMES P. MAGINN,  
WM. BOUTON,  
JOHN J. McCANN,  
EDW. HUMMELL,  
JOHN GILWEE,

Of the Committee on Course of Study.

At a Special Meeting of the Board of Education of the City of Saint Louis, held Tuesday, August 24th, the above report of the Committee on Course of Study, was accepted, and McGuffey's Revised Readers adopted for the Saint Louis Public Schools by a vote of 18 to 6.

### City of Cincinnati.

FROM REPORT OF TEXT-BOOK COMMITTEE.

"We believe that the Revised Series of McGuffey's Readers are the best adapted to the requirements of the schools.

"The demand for fresh reading matter is fully and well supplied, while there are many advantages gained by the retention of the same plan and gradation which have always heretofore proved so well adapted to our course of study.

"All other series presented have the fatal defect of consisting of only five books, and not sufficient reading matter. Our course of study requires six books and the full amount of reading matter contained in McGuffey's series.

"We, therefore, recommend the substitution of McGuffey's Revised Readers for the series in use; and that the proposition of the publishers, herewith submitted, for supplying the same be accepted. \* \* \*

W. H. MORGAN, Chairman, E. C. WILLIAMS,  
SAMUEL BAILEY, Jr., W. W. MORROW,  
Of the Committee on Course of Study and Text-Books.  
June, 28, 1880.

THE REPORT OF THE COMMITTEE WAS ACCEPTED, AND McGUFFEY'S REVISED READERS ADOPTED BY A VOTE OF 28 TO 1.

### City of San Francisco.

DEPARTMENT OF PUBLIC SCHOOLS,  
SAN FRANCISCO, CAL., May 12th, 1880.

At a meeting of the Board of Education held on the 3d inst., a proposition was received from MESSRS. VAN ANTWERP, BRAGG & CO., offering McGUFFEY'S REVISED READERS for use in the public schools of this city.

After propositions were read from other publishers for Readers and other books, Director Wadham offered the following resolution:

RESOLVED, That the contract for Readers be awarded to Van Antwerp, Bragg & Co., of Cincinnati, on the terms of their proposition, and that McGuffey's Revised Readers be and the same are hereby adopted for use in the public schools of the city and county of San Francisco, for the next four years, commencing July 1st, 1880.

(Signed,) GEORGE BEANSTON, Secretary.

The above resolution was adopted, and McGUFFEY'S REVISED READERS are now in exclusive use in the public schools of San Francisco.

1,000,000 {Over one million already introduced.} 1,000,000

McGUFFEY'S REVISED READERS WERE FIRST ISSUED ONLY A LITTLE MORE THAN ONE YEAR AGO.

WITHIN THIS SHORT PERIOD THEY HAVE BEEN ADOPTED AND INTRODUCED BY THE BOARDS OF EDUCATION OF THE FOLLOWING IMPORTANT CITIES AND TOWNS—A SUBSTANTIAL AND SIGNIFICANT RECOGNITION OF THEIR SUPERIOR INTRINSIC VALUE.

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Los Angeles, Cal.,	Georgetown, Ky.,	Steubenville, O.,	Connorsville, Ind.,	Troy, O.,	Whitesville, Mo.,	Wauseon, O.,	Eldorado, Kan.,
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California, Pa.,	Fredericktown, Mo.,	Anderson, Ind.,	Clarksville, Ten.,	Circleville, O.,	Xenia, O.,	Ravenna, O.,	Covington, O.,
Newark, O.,	Columbus, Ind.,	Hamilton, O.,	Ashland, Miss.,	Carlinville, Ill.,	Warsaw, Ind.,	Sidney, Ia.,	Elyria, O.,
Flora, Ill.,	Ark. City, Kan.,	Mansfield, O.,	Pierce City, Mo.,	Olamon, Me.,	Mooresville, Ind.,	Hartford City, Ind.,	Bloomington, Ind.,
Scandia, Kan.,	Flushing, N. Y.,	Gallatin, Mo.,	Girard, Kan.,	Franklin, Ind.	Dalton, Mo.	Lawson, Mo.	Winthrop, Ia.

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# New York School Journal.

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Additions may be made at any time to a club, at the same rate at which the club, as first formed, would be authorized to subscribe anew. Such additional subscriptions to expire at the same time with the club as originally ordered. The new subscribers to pay pro rata for the time of their subscriptions.

Subscribers asking to have the direction of a paper changed should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent. All addresses should include both county and state.

Any person writing to renew either a single or club subscription in connection with which his name has not before been known to the publisher, will please give the name of the person to whom the paper or papers have heretofore been sent.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

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New York, January 8, 1881.

WE want several copies of the SCHOOL JOURNAL of Oct. 2, 1880, and will thank our friends to send them to us.

PROF. S. S. Hamill has now reached Salt Lake City and finds the people there as eager to learn the art of expression as those in Denver. We can understand him when he says an elocutionary wave has struck the country and is rolling over it. Will the teachers believe us when we say that an educational wave has struck the country. It is so; and if they have the earnestness that this excellent teacher of elocution has it would raise the people off their feet in enthusiastic hallelujahs. An elocutionist was once asked by a clergyman, "why do the people listen to the most trivial thoughts from you and yet are inattentive when I speak of the most important ones?" Because, he replied, I speak my trivial ones as though I believed them; you speak the important ones as though you did not believe them. This is true of teaching. Teachers, where is the educational wave. Why do crowds come with their money to learn how to speak properly and you are ready to teach them for nothing? Let us solve the mystery. This man knows how to teach. Read his letter.

### Women as School Officers.

There are many reasons why women will make excellent school officers. Among these are first and foremost. (1) They are not bound up in politics. A man will sell his soul to get an office; he will shut his ears to the cry of

the widow, that the rum shop should be shut, because he wants that rum seller's influence. He carries this into the schools; Dr. Smith's sister-in-law "is put in" as a teacher, because the Dr. is in the ring. (2) Women are smart enough to see whether the young children are properly cared for. They would not allow them to sit within four feet of a hot stove if they were trustees and saw the thing done. And that they would allow both sexes to use the same retiring room, we don't believe. This is the heathenish custom of most country schools to-day! (Some have none at all!) (3) Women would not hire a poor teacher just to save a few dollars as most men trustees will; and this saving when spread over the property of the district is but a few cents for each. But, (4) women will attend educational meetings. They will go to church, in fact the churches are made up extensively of women. The school is just as sacred as the church; it proposes to carry on the same kind of business, and hence it is fitting that women should perform the duty of overseeing it.

It may be supposed that this is an American innovation; but this is a great mistake. Miss Helen Taylor, step-daughter of John Stuart Mill, Mrs. Lucas, sister of John Bright, and Mrs. Fawcett, wife of Mr. Fawcett, the blind member of the House of Commons, are members of the London School Board. Now let us have some on our School Boards here.

### The Rural Schools.

The rural schools of this State are in the hands of the School Commissioners; if they insist on having good teachers, and have the skill of determining who are good teachers, then there will be a beginning of the end of having an efficient teacher in nine out of the ten of the district schools. Prof. Buckham, in his address at Utica, well says of the School Commissioners: "Gentlemen, the licensing of teachers is in your hands, and practically, so far as the rural schools are concerned, in your hands alone. The poor, unqualified persons are in to run rural schools by your authority, and you can keep them out by compelling them to show qualification, not only of a little knowledge of elementary subjects, but also of a little knowledge of teaching and managing schools. If you all say that only persons who ought to go into their school shall, on any pretext whatever, go into them and the normal school will offer to do what I suggest (have one year courses) you will give these schools a great lift. If you will require mercilessly, a certain degree of scholastic and professional training, you can have it, or by the school's being without teachers you can compel the state to take some action in the matter."

In reply some of the Commissioners will say, "The people will put in some other man if we don't give out certificates to those who call for them." Some will say, "The examination is strict enough now," and some will declare, "The schools are good enough." There are some, however, who are determined to build up the schools, who will not allow this matter to drift away.

The holding of a six or eight weeks' institute by the right men would be a sure means of furnishing a body of live teachers for the country. These would in turn seek the normal schools, and thus a great educational impulse be imparted to our educational system.

### How the Schools Could be Improved.

It is evident that the time will come sooner or later when this question will be the leading question. It is not asked for three reasons. (1) The politicians would have to let go. (2) The present managing teachers, principals, Supts., would have to study up education, which now they know nothing about. (3) A large number of the great body of teachers would have to seek some other employment. These are gigantic obstacles, but they are not too great to overcome—so we believe. The first is considered by teachers as the Goliath, but we think it the least of them all.

A gentleman who has charge of about sixty teachers writes us as follows:—

"I have been an attentive reader of your paper and in general agree with your views. I think however that the system can but slowly admit of any improvement. At east, I did think so until the 'Quincy experiment' was tried. Then I confess I saw that a change could be made. What I want to know now is this. How can we improve the schools? To make it practical, suppose you were in my place, what would you do?" Please reply and oblige.

AN INQUIRING TEACHER.

REPLY. The question is a fair one—and it is a large one. I shall suppose myself in the place of this superintendent and shall attempt to answer it in a practical manner. (1) I shall suppose that I have the confidence of my School Board, and that I have the liberty to act. I would not ask for unlimited liberty to act and to change; but I should expect that a fair chance would be given me to try my plan. (2) I would see the clergymen of the place and interest them and have sermons preached on the subject of education. I would have public meetings held and lectures delivered—I would have the local press discuss the subject. All these would serve to enlighten the public and this public is the arbiter, it must be remembered. (3) I would grade the salaries in proportion to the style or character of teaching. For example Grade A (best teachers) say \$800; Grade B \$700, Grade C \$600, Grade D \$500. Temporary teachers \$400. This grading not to take effect for the present. Note especially that here nothing is said about primary grades getting less than grammar grades—a shameful state of things. But, best teachers to have the highest salary, no matter what they taught. (4) I would then assemble the teachers and explain plans fully, and start them educationally. I would urge them to meet frequently, to hear lectures and to read professional treatises. I would encourage them to set out to grow as teachers; I would explain the principles upon which I should judge of their work. I should tell them in frankness and kindness that when better teachers than they could be found they would be employed. (5) I should by correspondence and advertisement find out those who had great power and acquired abilities as teachers—for these exist; I should secure the appointment of one or more of these; their spirit would irradiate the rest. (6) I should now begin to examine the schools and grade the teachers as teachers. There would be wrath and disappointment, it is likely, but it would give way if I was right. In a short time every teacher would try to be a good teacher and then the task would be done.

The essentials of a movement are that the superintendent knows what good teaching is and that he has the freedom to demand it from his assistants. But most of these supervising officers simply look to see that the mechanical side of the school is in order. Do they read in a loud voice? Do they know the multiplication table? Can they parse?—They must leave this platform and build another. The teacher is he who holds an object (of sense or thought) before the pupil and directs the mind of the pupil towards it so that he gains knowledge thereby.

The subject started by this reader is a very important one, and I have answered it briefly, I hope clearly, and also practically. Of one thing I am certain, the public want good schools, bad enough to throw the politicians overboard if teachers who understand what and how to do could only be found, to manage without them. As it is the politician is a necessity. The superintendent not being able to run the schools the politician is called in to help. Hence, I say the first thing is to find such men as Parker of Quincy and force them if need be to manage our schools.

The Brazilian legislature has granted a subsidy of \$50,000 year to run a line of steamers between that country and Canada.

The remains of a large animal were recently discovered three feet under the ground in a large swamp near Hoopes-town, Ill. The tusks are 9 feet long, 26 inches in circumference at the base, and weigh 175 pounds each. The lower jaw with teeth is well preserved. One tooth weighs eight pounds and measures 21 inches in circumference. Several of the leg bones are in good condition, but the ribs and backbone, owing to their nearness to the surface of the ground, were much decayed.



## THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

## A Bud.

BY IDA A. ASHBURN.

O, mental bud, which to unfold  
 What sun and dew dost thou require,  
 That in all changes still thy form  
 To truth and beauty may aspire!  
 A sudden blight—a blackened mass,  
 A genial sun—the perfect fruit;  
 Then, learn, ah! guardian of the mind,  
 And proper seasons to the blossom suit.

Oh! precious buds! oh! promise sweet  
 Of blossoms fair that are to be,  
 Of Autumn's golden grain and fruit,  
 All these are folded close in thee.  
 And so, with earnest mind, I strive  
 Each day to gather precious truth,  
 To grow in purity of heart,  
 Worthy to be the guide of youth.

For the NEW YORK SCHOOL JOURNAL.

## Reading.

## THE PRIMARY CLASS.

There should be no word in the primer that the pupil does not use in his conversation; and there usually is more. In some way he must be taught to know these written words as well as he does the spoken ones—that is what is meant by *teaching reading*. One of the difficulties is, that the pupil does not know how to use his eyes. The teacher should then have exercises that will employ the eyes. Perhaps the best for this will be drawing and writing.

1. Give each a slate and pencil; cut off pieces of paper an inch in length; draw on the blackboard a line one inch long (horizontally), and ask the pupils to do the same. Then let them measure and see how near they have come to it. Then let them draw lines parallel and of the same length.

2. Do this with vertical lines, also. Let them keep the measure in sight at first.

3. Do this with oblique lines in four positions—slanting to the N. E., N. W., S. E., S. W.

4. Draw curves also. In this way the pupil will be taught to use his eyes—to see different forms and note their difference. When he comes to deal with letters he will observe the difference very quickly. They will not make a confused impression, but be easily grasped and held in the mind.

In all conversation the teacher should use a pleasing tone of voice. The pupils will surely imitate this. It is too often the case that the teacher's brow is knit and her voice harsh. To cultivate the voice, talk with the children—using objects, as apples, oranges, etc. Get some pupil to ask a question or make a statement, and then you will have the tone the pupil uses. Try to improve this tone. Let it be finally fixed in the mind, that a good talker will be a good reader—or may be made such; and that one who cannot talk well cannot read well.

To teach *telling* bring objects before the pupil; and a little skill will elicit all the talk you need. Next guide this talk so that it becomes logical talk—talk with a meaning.

These are some of the first steps in reading. It may seem that no progress has yet been made, but this is a mistake. We will at another time advance further.

## 43rd Regents Academic Examination of the State of New York.

HELD NOVEMBER 11, 1890.

## ARITHMETIC—TWO HOURS.

1. Copy and add:
- |       |      |     |      |     |     |     |     |     |     |     |       |     |     |     |     |     |     |     |
|-------|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|
| \$567 | 2821 | 678 | 9214 | 123 | 378 | 900 | 107 | 716 | 678 | 178 | 22306 | 561 | 445 | 456 | 789 | 307 | 456 | 345 |
|-------|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|-----|
2. From—  
 100200300400500600 take 908070605040302.
3. Divide 4500700424 by 407.
4. What is the value of 17 chests of tea, each containing 59 lbs., at \$0.67 per lb.?
5. For what is Troy weight used?
6. Give the table of Troy weight.
7. In 56 m. 7 fur. 37 rd. 12 ft. 9 in. how many inches?
8. How many cords in a pile of wood 15 ft. long, 4 ft. wide and 6½ ft. high?

9. John Quincy Adams was born July 11, 1767, and died February 23, 1843. To what age did he live?

10. At \$280 5s. 9½d. for 97 tons of lead, what is the cost per ton?

11. Find, by cancellation, the quotient of—  
 $8 \times 5 \times 3 \times 16 \times 28$  divided by  $10 \times 4 \times 12 \times 4 \times 7$ .

12. Find the least common multiple or dividend of 9, 8, 12, 18, 24, 36 and 72.

13. Reduce  $\frac{2}{3}$ ,  $\frac{4}{5}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  to the least common denominator.

14. How many cubic feet in 10 boxes each 7½ ft. long, 1½ ft. wide and 1¼ ft. high?

15. If  $\frac{1}{4}$  of a saw-mill are worth \$631.89, what are  $\frac{3}{4}$  of it worth?

16. Multiply eighty-seven thousandths by fifteenth millionths.

17. What is the value of .965625 of a mile, in integers of lower denominations?

18. What is  $\frac{1}{2}$  per cent. of \$1,728?

19. I have John Smith's note for \$144, dated July 25, 1879, payable on demand; how much will be due me, at 6 per cent simple interest, March 9, 1882?

20. What is the amount of \$100 for 3 months, the interest to be added each month, at 6%?

21. What is the present worth of \$477.71, due 4 years hence, discounted at 6 per cent?

22. For what sum must a note at bank be made, payable in 3 months, at 6 per cent discount, to obtain \$800 at the present time?

23. If I sell wood at \$7.20 per cord, and gain 20 per cent, what did it cost me per cord?

24. If 5 men can harvest a field in 12 hours, how many hours would it require if 4 more men were employed? Solve by Rule of Three (Proportion.)

25. If 15 oxen or 20 horses eat 6 tons of hay in 8 weeks, how much will 12 oxen and 28 horses require in 21 weeks? Solve by Double Rule of Three (Compound Proportion.)

26. Find the square root of 9754.4376.

27. What must be the depth of a cubical cistern that will hold 3048.625 cubic feet of water?

28. How many tiles 8 in. square will cover a floor 18 ft. long and 12 ft. wide.

## GEOGRAPHY—ONE AND A HALF HOURS.

(1) What geographical name is given to those semi-circumferences of great circles which end at the poles; and (2) what, to those circumferences which cross the first named lines at right angles?

(3, 4) How are each of these two kinds of lines numbered on maps and artificial globes (i. e., where does the numbering begin and how far does it extend); and (5—10) what special names have some of them?

(11) What great circle divides the northern from the southern hemisphere; and (12) what one the eastern from the western?

Bound the south temperate zone, as follows:

(13, 14) First, by the adjacent zones.

(15, 16) Second, by the bounding lines, designated by their proper names.

(17, 18) Third, by the distance in degrees of each bounding line from the nearer pole.

(19, 20) Which oceans cross three zones?

(21—23) Which are the three zones thus referred to; and what is their aggregate width, (24) in degrees, and (25) in English miles?

(26) Which ocean receives almost the entire drainage of South America?

Which hemisphere have the greater water surface: (27) Northern or Southern; (28) Eastern or Western?

What are such parts of the earth's surface called as answer to each of the following descriptions:

(29) The largest bodies of land.

(30) Smaller bodies of land, surrounded by water.

(31) Small projecting parts of large areas of land.

(32) Projecting parts almost enclosed by water.

(33) Narrow necks of land between large areas.

(34) High and steep or sloping masses.

(35) High, broad and nearly level areas.

(36) Low and nearly level areas.

(37) Depressions between ridges of land.

(38) Depressions more nearly circular.

Where is (39) the greatest elevation, and (40) where the greatest depression of land surface, as compared with the level of the sea?

(41—43) Mention the three largest inland seas of the Eastern Continent.

(44—47) Into what four chief political divisions is North America divided?

(48—51) Mention the four States directly between the Lake of the Woods and Louisiana?

(52—56) Mention any five continuous border counties of the State of New York.

(57) What is the direction of the Gulf of Guinea from Siberia; and (58) Australia from England?

(59) The whole surface of the earth contains about how many millions of square miles; and (60) the State of New York, about how many thousands?

## GRAMMAR—THREE HOURS.

1st. There is a magical power in intelligence even in its lowest degrees, to which I wish to call your attention. 2nd. Nothing, indeed, that you can learn about any subject will fail to give it new interest in your eyes. 3rd. If you be able to gather up only what is sometimes lightly spoken of as surface knowledge, you will gradually accumulate stores of wisdom.

—HORATIO SEYMOUR to Wells College Ladies.

Write in a column, near the left side of the paper (1-7) the nouns in sentences 1 and 3; and opposite each noun write its case.

In a second column, opposite each noun and its case, give its (8-14) syntax or grammatical relation as either subject or object of another word, naming that word. Number and arrange answers as follows:

## NOUNS, and their CASES.

- |    |     |
|----|-----|
| 1. | 8.  |
| 2. | 9.  |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | 14. |

## SYNTAX.

In like manner, give (15-18) each pronoun of sentence 1, and that for which it stands; also (19-22) the etymology (gender, person, number), and (23-26) the syntax, of each.

Give, in same general order, (27, 28) each adjective in sentence 1; (29, 30) the noun to which it belongs; and (31, 32) its comparison.

Give (33-35) each verb in sentence 2; (36-38) its mood; and (39-41) its tense.

What (42) subjunctive verb, and what (43) passive verb, in the exercise?

Parse (or explain the grammatical use of) each of the following words in the exercise:

(44) *there*, line 1; (45) *a*, line 1; (46) *even*, line 2; (47) *to*, line 2; (48) *to*, line 3; (49) *that*, line 4; (50) *what*, line 6.

1 The deeper your learning may be, the better it is; but the quality of knowledge is like that of gold, which, although it be reduced to the thinnest leaf, yet makes all things glitter that it touches.—H. S.

(51) Is the above sentence, taken as a whole, simple, compound or complex?

(52) Answer Q. 51 as applied to "the deeper your learning may be, the better it is;" and (53) state what corresponding words serve to connect these two propositions.

(54-58) What other words of the exercise are used as clause-connectives?

(59, 60) Which words of the exercise are auxiliary verbs?

Select from the exercise (61) a passive verb, and (62) an infinite verb.

Parse: (63, 64) *that*, line 2; (65, 66) *that*, line 4.

What are the (67-69) other tense-forms, in the same mood, of *may be*, line 1; and of (70-74) *makes*, line 4, in its own mood, person and number?

(75) In what mood is the passive verb referred to in Q. 61?

Select from the exercise:

(76) A prepositional phrase used adjectively.

(77) A prepositional phrase used adverbially.

(78-80) Three couplets of monosyllables that might be left out of the exercise, without affecting the sense.

## SPELLING—ONE HOUR.

## A Day's Journey.

To 1) show in 2) another 3) light 4) how 5) intelligence will 6) give us 7) pleasure in the 8) ordinary 9) course of our 10) lives, let us 11) compare the 12) experience of 13) different 14) persons 15) traveling 16) through our 17) own State, from its 18) western 19) borders to the 20) city of 21) New York. 22) Starting from the 23) great 24) cataract of 25) Niagara, 26) where 27) even the 28) most 29) ignorant will 30) feel the 31) grandeur of the 32) scene, the man with a 33) reasonable 34) knowledge of the state in 35) which he 36) lives, will 37) see 38) along the 39) whole



40)course of the 41)journey, 42)objects which will 43)constantly 44)arrest his 45)attention, 46)recall 47)facts in 48)history or 49)science, and which will 50)engage his mind with 51)healthful and 52)instructive 53)thoughts. He will 54)notice at the 55)outset, 56)upon the 57)south, the 58)range of 59)highlands 60)reaching from Lake 61)Erie to the 62)flanks of the 63)Alleghany 64)mountains. Its 65)elevation is not great, but in 66)many 67)ways it is the 68)most 69)remarkable 70)water-shed upon the 71)face of our 72)globe. When he 73)crosses the 74)Genessee 75)river, he sees its 76)currents 77)hurrying to the north to 78)mingle with the 79)cold 80)water of the 81)gulf of 82)St. Lawrence, and the 83)oceans which 84)cover the 85)arctic 86)regions, and he 87)knows that its 88)sources are 89)interlocked with 90)those of the Alleghany, which find 91)their 92)outlet in the 93)tepid waters of the Gulf of 94)Mexico. A 95)little 96)farther on, the 97)springs which feed the branches of the 98)Susquehanna run down the southern 99)slopes to the 100)Chesapeake bay.

For the New York School Journal.

### Analysis of Sentences.

[We continue the exercise in sentential analysis. These should be written out by the pupil. In the class, one should be put on the blackboard and a full explanation given. The reasons should be given until the definitions are firmly grounded.]

1. "Have those three pupils returned?"

| pupils | have returned?  
| three  
| those

This is a sentence because —.

It is a simple sentence " "

The subject is — because

" predicate is — "

Three is an adjunct of the subject because —.

Those is a secondary adjunct because —.

2. "Scaling yonder peak, I saw an eagle wheeling near its brow."

| I | saw | eagle  
| scaling | peak | an | wheeling  
| yonder | near brow. | its

Scaling is an adjunct b —.

1. It is a primary " "

It is a transitive " " because it takes an object. This object is *peak*.

Wheeling is an adjunct b —.

Near brow is a phrase b —; near is the leader and brow is the object.

3. "I saw a field covered with snow and ice."

| I | saw | field  
| a | covered  
| with snow and ice.

Covered is an adjunct of field b —.

With snow and ice is an adjunct of covered, b —.

It is a phrase when we speak of its construction and an adjunct when we speak of its relation to other words. It has two objects. It describes *covered*—tells what it is covered with.

4. "The student was talked of and laughed at."

| student | was talked | laughed  
| the | of | at.  
| student | talked  
| the | was (and) | of  
| laughed  
| at

Pupils will probably offer two forms. Either shows the relation of the words. *Of* and *at* are used as adjuncts b —.

5. "Upon being introduced, the president arose and addressed the audience."

| speaker | arose and | addressed | audience.  
| the | upon being introduced | the

This is a compound sentence because it has two propositions.

Upon is the leader of the phrase b —.

Being introduced is the object of the phrase.

6. "He was useful in the field and in the cabinet."

| He | was useful  
| in field | and | in cabinet.  
| the | the

Useful is an adjunct of *he*, but as it is connected with *was*

it is left with it; the predicate would be incomplete without it.

7. "Time slept on flowers, and lent his glass to Hope."

| Time | slept and | lent | glass  
| on flowers. | his | to Hope

8. "To speak plainly, that is wrong."

| To speak | that | is wrong.  
| plainly.

To speak plainly is independent—has no connection with the other words.

To is the leader; *speak* is the object.

Plainly is the adjunct.

9. "Slow rises worth by poverty depressed."

| worth | rises  
| depressed. | slow  
| by poverty

Depressed is an adjunct of *worth*.

By poverty " " " depressed.

10. "He must confess the fault, or be punished severely."

| He | must confess | fault,  
| or  
| be punished | the  
| severely.

Most all of the above are simple sentences. These things should be clearly explained; the nature of a proposition; the nature of a subject, predicate, object and adjunct; and that the latter may have several forms, be primary or secondary. Sentences should be selected until the pupil is apt in detecting the office of the words.

### Arithmetic.

#### THE PRIMARY CLASS.

(The teacher should have a box containing, shells, buttons, beans, etc.; a yard and foot measure; a pound, half pound, quarter pound and ounce weight; a pair of scales; a numeral frame.)

Put on the table four pebbles; now put another on: four pebbles and one pebble are called five pebbles. (When the children learn the name of a number they should at once associate actual objects of various kinds with that name.)

Open your hands wide, how many fingers are open (with the thumb)?

Shut your hand; how many fingers are open? how many are shut?

Put out five counters; put them in two rows; how many are in each row? Put them in three rows; how many are in each row?

Open your hand; then shut one finger; how many fingers are open? Shut three fingers; how many are left open when you shut two fingers? when you shut four fingers?

Shut all but three fingers of one hand, and two fingers of the other; how many fingers of both hands are shut? how many are open?

Try in how many ways you can arrange three counters or cubes (... : ... , &c.)

Say the numbers from one to four.

Say the numbers from four to one.

If I buy two rolls at a cent each, how much shall I pay the baker?

Here is a dime, and there are some half-dimes; put down as many half-dimes as would buy as much as this dime.

Two half-dimes are worth as much as what?

A half-dime is half what?

This jug, when it is full, will hold a pint of water; and this jug will hold a quart; a quart jug holds as much as two pint jugs. How many times must I empty the pint jug into the quart jug to fill the quart jug? If I want to empty the quart jug, how many pint jugs shall I need?

How many pints are there in a quart of milk?

If you were to divide a quart of milk into two equal parts, what would each of those parts be called? ("Equal" should be explained.)

Show me a couple of fingers; show me two couples of fingers. "Couple" should be explained, if not understood by the child.)

How many fingers have you altogether on your right hand?—on your left hand?

What else have you five of?

How many panes of glass are there in the lowest row of panes in the window? How many more do I need to make up five panes?

How many ducks are a couple of ducks?

How many lowls are two couples of fowls?

How many fingers have you on the left hand, without counting the thumb and little finger?

Has this stool more legs or fewer legs than five? How many fewer?

Are your arms and mine five?

How many arms have you less than four? How many less than five?

How many more joints must your forefinger have to have five?

How many dogs had a man and his wife; they had a lap-dog, a bull dog, and two terriers?

Take two counters for yourself, take one for John, and give me as many as will make us have five among us.

If I were to give two apples for you and John, how many should you have and how many should he have?

If John had two cents, and you and I had a cent each, how much would all of us have?

A woman bought a cent's worth of cat's meat for her cat three days; how much did she pay for the whole of it?

If you have three cakes to divide between yourself, and your sister and me, how many should each of us have?

Shut your eyes, and take up three from these five counters?

If you had one and two nuts in your right hand, and two and one nuts in your left hand, which hand would hold most nuts?

If one doll costs a dime, how much do three dolls, at the same price, cost?

This stick, or measure, is one foot long; this other stick, or measure, is one yard long; show me how far a foot goes on the yard measure. (The pupil should be provided with a foot and a yard measure, or with bits of stick, tape, or string of the proper length.)

Try if you can find out how many feet are as long as a yard.

Measure this chair. Is it a foot broad? How many feet high is it?

Measure this table. Is it a yard high? Is it a yard across?

Measure the door with the yard measure. Is it a yard wide? Measure it with the foot measure. How many feet wide is it?

Measure two yards along the floor, beginning at the wall. Measure three feet in the same manner.

Try if you can measure the length of a yard on the floor with a foot measure.

Make a triangle; how many lines or sides are there? If this side were a foot long, and the other sides were each of the same length, how many feet would all the sides together measure? (If necessary, the pupil should be shown how to make a triangle.)

What is another name for "one," "one?" (This is the first question on abstract numbers. The young pupil should be studiously kept from figures until he reaches the latter sections.)

When I say "one," "one," how many words do I say?

When I say "two," how many words do I say?

Two is a short way of saying what?

What would two things be called if one were taken away?

What would "one" be called if another were added or put to it?

Put out five counters; now put out another counter: five counters and one are called six counters.

Put these six counters into twos; how many twos are there?

Put them into threes; how many lots of three are there?

Put them into ones; how many ones are there?

How many lots or heaps of four can you find in six counters? (One, and a lot of two besides.)

How many fives can you find in these six counters?

A lot of six counters contains two lots of how many?—It contains three lots of how many?

I will cut this square piece of paper into two parts of the same size; what is each part called? (Half.) How many halves is it cut into? Here is a counter which is cut into two parts of the same size; what is each of those parts called? (A bit of cork or stick will answer the purpose of a counter.) How many halves are there in the whole counter? Here is a whole counter that has not been cut; how many halves could it be cut into?

Draw a line on the slate; divide it into two parts of the same length; what is each bit called? Half of what? The whole line is made up of how many halves?



If I gave to you one apple between yourself and your sister (or brother, &c.), how much of it ought you to keep, and how much should you give to her?

This weight is called a pound weight. Take it in your hand. (The teacher should give a pound weight to the pupil.) A piece of bread or a stone, or anything that is just as heavy as this, would be said to weigh a pound, or to be of a pound weight.

This weight is half a pound. Take it in your hand. How many of these weights do you think would weigh as much as a pound weight? (The teacher should, if possible, show the pupils a pound and a half pound weight. They will not readily forget the knowledge of weights and measures which they receive directly from objects; and all subsequent questions on weights and measures will interest them much more, and be much better understood. A number of very entertaining exercises, similar to those with the yard measure, may be performed by the child with a small pair of scales and a few weights. Scales might be made with two bits of tin, wood, card or pasteboard, and a bit of stick; and stones would serve for weights. The trouble that such exercises cause the teacher is small, and would be amply repaid by the pleasure and progress of the pupil.)

A girl carried a pound loaf in one hand, and a two-pound loaf in the other; how many pounds of bread did she carry?

If a loaf weighed twice as much as this pound weight, how much would it weigh?

Suppose that you had picked up a stone that was half as heavy as this pound weight, how much would you say that it weighed? How many such stones would weigh a pound?

A man went to market and bought a pound of meat, two pounds of bread, and a pound of butter; how many pounds had he to carry home in his basket?

How many pint pots hold as much as two quart pots?

A farmer had two sheep, each of which had two little lambs; how many lambs were there?

Another farmer had two sheep and three lambs; one of the sheep had one lamb only; how many lambs must the other sheep have had?

Try in how many ways you can arrange four cubes or counters.

Put out two counters; take away half.

Put out twice as many pebbles as one.

Put out four counters; take away half.

Put out half as many pebbles as two.

Put out half as many pebbles as four.

Put out three times as many shells as one.

One sheep had one lamb, another sheep had twice as many lambs; how many lambs had the last sheep?

Arrange six counters in pairs; how many pairs do you find?

Put out six shells. If one shell be taken from six, how many remain?—if two be taken, how many are left?—if three be taken?—if four?—if five?—if six be taken? (The shells should be before the pupils during this and several following questions, but they should not be touched by him unless he is not able to answer the questions without.)

If once two be taken from six shells, how many are left?—if two twos, or twice two?—if three twos, or three times two?

How many things are three chairs, two candle-sticks, and a fiddle?

Try if you can find out without looking, and only by feeling, how many counters are in each of my hands? (Let three be in the left hand, and five be in the right.)

If a lot of three (or once three) be taken away from six shells, how many remain. If two threes, or twice three, be deducted or taken away from six shells, how many are left behind?

How many shoulders have you and I? How many have you and I and Anne?

A woman had two daughters and three sons, how many children had she? How many were with her at dinner one day, when the oldest girl and boy were at their grandmother's?

A hen had six chickens, but some rats killed two of them; how many chickens had she then left of the six?

Another hen had also six chickens, and some rats ate one, and two fell into a ditch and were drowned; how many chickens had this hen left?

I bought three parcels of cakes; each parcel contained three cakes; I gave one cake of each sort to a little boy, and one cake of each sort to the boy's sister; can you tell me how many cakes were left? (This question may, perhaps, require the aid of counters.)

For the NEW YORK SCHOOL JOURNAL.

### School Receptions.

A good school should be visited, and as a rule it will be. In France no one is permitted to visit the schools, but in this country, as soon as a school becomes interesting the parents find it out and go thither. And this results well in a thousand ways. Some teachers have a special day for visiting so that some exercises may be had that will please the parents. While this is objected to on the ground that it tends to make a show of the school, it must be remembered that the parents cannot be expected to feel interested in recitations, in grammar, spelling. Hence preparation for these visits is perfectly proper.

I usually chose Friday afternoon as "visitor's day," and made ready, giving out invitations to every parent by a card in an envelope. This card ran as follows:

LENOX VALLEY SCHOOL.

"Is any sight more beautiful than

Youth banded together for good?"

You are respectfully invited to attend the Reception Friday—1881, commencing at 1 o'clock P. M.

—President. { of the Association of Pupils.  
—Secretary. }

This is issued in the names of the pupils. I consult with them about the matter. A president is voted into the chair, a secretary is chosen, a resolution is proposed, it is debated and voted and a committee is selected to map out a program. I stand on one side as much as possible, advising and being advised with, but trying to have them attain self-strength. There are ushers appointed from both the boys and the girls. At the proper time the school studies are brought to a close, I announce, "the 'Association' will now take charge." Of course, the whole matter has been prepared before-hand; the speakers have been rehearsed, the dialogues acted, etc. A program has been made and usually it is written on the blackboard. The President takes his place on one side and by him is the Secretary. The Musical Director starts the piano and the exercises move forward. The ushers bring in the people and seat them and attend to the ventilation, etc.

The exercises themselves vary with each occasion, I can perhaps give a clearer idea by annexing the program of a late reception, and one most carefully prepared.

Piano Solo, "The Blue Danube," By—.

Song, "The Rainbow," By—.

Declamation, "Power of Genius," By—.

Reading, "Mammoth Cave," By—.

Arithmetic, "Common Denominator," By—.

Composition, "My Uncle John," By—.

Song, "Over and Over."

Dialogue, "Two heads better than one," By—.

Vio'in Solo, "Waltz," By—.

Song, "The Robin," by three Primary girls.

Address, by Rev—.

Song, Home, Sweet Home.

At the close of the exercises, I take possession of the school and say what is needful to the visitors, explain that we are ready at any time to see those who wish to inspect our method of teaching; I point out the advantages of going to school, etc., but always am short and then dismiss. I am very careful not to have the parents feel that I have got them together to lecture them. And we never made the mistake but once, of having a long, windy and tiresome address. Now, the person is limited to ten minutes. Occasionally I am invited to speak; if I get the invitation I thank them for the honor and do my best to be interesting, I assure you. They do not invite me unless I can entertain them, for they would rather go home than listen to a dull address.

Sometimes there is a stereopticon exhibition, sometimes I spend the time in miscellaneous questions, sometimes questions are put into a box, each in an envelope by the pupils and then they are drawn out and when a pupil is called on he rises, opens his envelope and answers as well as he can—this always interests and often amuses.

It may be objected that (1) time is wasted that might be spent in study; but some time will be spent in such exercises, by this plan it is all spent at once. (2) That the parents will not know the real condition of the school. This is true, but they can come at any other time to see the work that is done. One advantage of having these occasions frequently is that it polishes up the pupils; and they work to prepare for the reading, etc. At one reading I gave permission to the pupil to put down any word and demand its meaning. The reader was expected to explain every word thus called for.

A trial of several years has confirmed me in the belief that parents could be induced to attend such exercises and thus become familiar with the intention of the teachers so that they would afterward visit the classes and witness school-work.

### EDUCATIONAL NOTES

#### NEW YORK CITY.

John Lord, LL. D., will deliver a course of twenty-five Historical Lectures on the great men who have given a marked impulse to the progress of civilization in Europe, from Charlemagne to Napoleon Bonaparte. This course is intended to present a continuous thread of History from the anarchies which succeeded the fall of the Roman Empire to the brilliant triumphs of Art, Literature, Science and Liberty in the 19th century. The lectures will probably prove most interesting to people of extensive reading; but they are especially designed for a younger class of students, who wish to get a distinct impression of the vital changes and developments of society for a thousand years, yet who have not time to read the numerous and complicated histories which pertain to this important period. These University or Educational lectures will therefore prove most profitable to young ladies and gentlemen who have finished their ordinary studies, and wish to pursue a course of historical reading. They will be given in Chickering Hall, and will commence on Monday, Jan. 17th, and be continued on successive Thursdays and Mondays, at 11 o'clock. The subjects of the lectures are Charlemagne, Mohammed, Hilderbrand, Bernard, Charles the Bold, Godfrey, William of Wykeham, Dante, Michael Angelo, Columbus, Savonarola, Martin Luther, Henry IV., Queen Elizabeth, Francis Bacon, Cardinal Richelieu, Gustavus Adolphus, Galileo, Oliver Cromwell, Madame De Maintenon, Peter the Great, Frederick the Great, Mirabeau, Napoleon Bonaparte, Madame de Stael.

#### ELSEWHERE.

Two young men have been sent out by King Kalakaua to Germany for naval and military education.

Four lady bachelors have lately attained that distinction by taking the B. S. degree at the London University.

MISS FRANCES POWER COBBE delivered to large audiences of ladies in London, last winter, four lectures on the "Duties of Women," at two guineas the course. These lectures have been revised and rewritten, and are to be published in book form early in January in England and America simultaneously.

PROF. ELLEN RICHARDS, of the Institute of Technology, Boston, says: "Let me not be misunderstood when I say that laboratory work, rightly carried out, make women better housekeepers, better cooks, better wives, and mothers more fitted to care for the versatile American youth, to whom knowledge is the chief divinity to be worshiped."

CORNELL UNIVERSITY.—The trustees at a recent meeting appropriated \$100,000 to increase the facilities for instruction, as follows: For the building and equipment of a physical department, \$50,000; for the building and equipments of veterinary and anatomical departments, \$10,000; for a greenhouse and other equipment for a botanical department, \$10,000; for the library, \$20,000; for the civil engineering and other departments, \$10,000. J. Burkett Webb, who is now in Europe, was appointed professor of applied mathematics and theoretical mechanics.

We gave an account of the dedication of the new Pardee Hall at Lafayette college, Pa. This is one of the largest and best appointed buildings for educational purposes in the world; the President of the United States, with a portion of his cabinet and the General of the army, were present, to give their recognition to so worthy a cause. The new building bears the name of Mr. Pardee, who gave the \$300,000 which its predecessor cost, this being built with the insurance money. None of our colleges has shown a healthier growth than Lafayette, and the greatest praise is due to the indefatigable energy of its president, Dr. Cattell. A noticeable feature in his address is his appeal to the press. Most college presidents give no notice of movements, and then complain that the public are indifferent.

FRANCIS T. BUCKLAND, well known in this country and in Europe as a writer on natural history, died at his home in London on December 19, 1880, at the age of 54. He was the eldest son of the Rev. William Buckland, D.D., Dean of Westminster. He was a student of Christ Church, Oxford, where he took his B.A. degree in 1848. He inherited a strong taste for natural history and physical science, and devoted himself to the study of medicine, and in 1853 became assistant surgeon to the 2d Light Guards, retiring in 1863. He was a voluminous contributor of papers on pisciculture and physical science of the London Times and our excellent contemporary Land and Water. At his own expense he estab-



W. W. Newman, from the minority of the same com



mittee, recommended Utica, and for president, George V. Chapin, Ontario; vice president, Albert B. Watkins, Jefferson; secretary, John W. Shurter, Saratoga; treasurer, H. R. Sanford, Orange.

On a ballot, the minority report was adopted, except that J. B. Riley moved that the next session be held in Albany, the third Tuesday in January, which was carried, 18 to 16.

H. R. Sanford moved the appointment of a committee of five to amend the constitution and by-laws and report at the next meeting.

This committee is H. R. Sanford, W. W. Newman, C. T. Pooler, M. M. Merrell, G. W. Lingenfelter. Adjourned.

#### NOTES.

There was not a large representation. No Superintendent put in an appearance from Brooklyn, New York City, Albany, Troy, Rochester, Buffalo, Binghamton, and many other cities. The meeting is important and should be attended by the Superintendents; they neglect an opportunity to do good. Supt. Snow has his heart set on having Truant and Reform schools. The report says the existence of the Compulsory Law renders the reform schools imperative.

The address of Mr. McElway on Wednesday evening was instructive and entertaining. It did not bear upon education in a special manner however.

The paper by Com. Watkins on Teachers' Institutes was a very strong presentation of the subject. Those who listened to it could not but be impressed with the earnestness with which he urged the establishment of institutes having a term of eight weeks in duration.

The debate on the question of changing our school period from 5 to 21, to 6 to 18 was defeated, because there were school officers present who thought it would debar beyond ages from attending! Among these Supt. Sandford pleaded for the younger children! Let them come as early as possible!

The address of Prof. Buckham was able and practical. He advocates that the normal schools should have a special one year course, and those finishing this should have a third-grade license.

The meeting was earnest and harmonious. Supt. Gilmore was present at all the session.

The United States Treasury has \$85,000,000 in gold bullion, and \$10,000,000 a month is now to be coined in eagles and half eagles.

The year 1881 will be a mathematical curiosity. From right to left and from left to right it will read the same; 18 divided by 2 gives 9; 81 divided by 9 gives 9; 81, if divided by 9, the quotient will contain a 9; if multiplied by 9, the product contains two nines. If the 18 be placed under the 81 and added, the sum is 99. If the figures be added thus, 1, 8, 8, 1, it will give 18, and 18 is two ninths of 81. By adding, dividing, and multiplying, nineteen nines are produced, being one 9 for every year needed to complete the century.

The instantaneous process of photography is meeting with marked success. The medium by which a sensitive or photographic film is produced upon glass, has been, for a number of years, *collodion*. This is made by dissolving gun cotton in equal portions of alcohol and ether. In this film was formed the bromo-iodide of silver which was acted upon by the light when exposed in the camera and made the picture. The new medium is *gelatine*; it gives a sensitiveness from ten to twenty times greater than collodion. Portraits are now made in one or two seconds under a portrait light, and out of door pictures in a fraction of a second of time.

A HALF score of wise and elegant ladies will shape the character of a village, a hundred leading persons will mark out the social channels of a city. It will always be for them to say whether the toilet shall be gaudy or simple and elegant; how important the dance shall be, how immense the party shall be or how small, whether all plays at the theater may be attended, whether all actors and actresses are to be judged only by their art or both their art and character. These few eminent ones in a city dare not seek happiness alone because their position in the world makes them the weavers of customs, which like chains will bind the hands and feet of society's children for many years to come. The example of the greatest becomes the law of the least—a fact made very solemn by the thought that the multitude will follow an example of vice sooner than they will an example of virtue.—*Swing*.

## LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I am glad you are trying to stiffen the backs of principals and superintendents; but we are under the hands of small boards of appointing and disappointing power, who will not tolerate independent speech. Make us amenable to some power to whom they also are accountable, and see if we do not stand up boldly for higher methods and purer ways of conducting public business. As it is, it must be confessed that "bread and butter" for our little ones make many of us abject cowards. We can only speak after we lose our places, and then people will say, "Oh! he's lost his place; of course he's soured."

I'd like to see our city and town boards of education held to the same rule as the country trustee is, as to hiring teachers related to them within certain degrees. The morality and propriety of the thing is the same in city and country. I know there would be some loss of good teachers in some cities, but this would work in the direction of a needed reform. Of course it would not stop political appointments nor appointments for favor. When shall we see a day of deliverance. I am not complaining of this city particularly. We have been usually very free from these evils. Thanks for your JOURNAL. I read and commend it always. Don't mention me by name. \*\*

To the Editor of the NEW YORK SCHOOL JOURNAL:

In renewing my subscription for the coming year I think I ought to say that two faults only appear in the paper. First, the scolding that those who do not take an educational paper and help forward discussion. I will grant there are many persons who are teaching who are unfit for the business, but will an educational paper help them? And will reading and discussing educational principles help them? I do not feel sanguine. That a great apathy exists I will admit; but the only way is for teachers of genius to do their best. The other fault is in the typography. I am very particular to demand accuracy; and hence I feel the slightest blemishes that appear in the JOURNAL.

Do not feel from this that I do not appreciate the earnestness and ability in its pages. I find it indispensable to me. When I began to read it I felt little or no interest in the discussions it contained, but now I look every week for its visits with much longing. I would suggest that you send copies to ————.

Wheeling, W. Va.

(That a very large number of persons are engaged in teaching who take no interest whatever in education is very apparent. These are (1) College presidents and professors, (2) Principals of High and Grammar Schools, (3) Private-school teachers, and (4) the district school-teachers. The first class don't care because the public schools don't feed the colleges. The second class don't care because they cannot get up any higher. (There are many, however, who from principle are bound "to think of these things.") The third class are responsible to nobody (Here are some grand exceptions also.) The fourth class are beginners, mostly: the whole subject is new to them and they can be pardoned for not taking as deep an interest as could be desired.

There will be about one out of five or six, in the Northern States, who will take and read an educational paper. These are "live" persons in the larger district schools; especially where two or more teachers are employed; and in the large towns, the assistants in the primary and grammar schools, these make up a powerful class; their salaries being fair and situation permanent they are steady subscribers.

There is one fact that cannot be hidden. Every really live teacher takes an educational journal. The reason is, that they are rapid transit means of acquiring educational information. The SCHOOL JOURNAL is not a newspaper, nor a fashion paper: it is devoted mainly to *method*. Knowing its practical value we do not hesitate to speak of it.)

It is estimated that a freight train averaging 35 cars enters New York city every 15 minutes.

RUSKIN says that only five men in modern times have a full sense of material beauty in inanimate nature, namely, "Rousseau, Shelley, Byron, Turner, and myself."

STEPHEN C. FOSTER's song, "Way Down upon the Swanee River," has had a sale of 300,000 copies, thus almost realizing the hope of its author, that it should rival "Home, Sweet Home," which he always maintained was written in defiance of the laws of melody.

## EDUCATIONAL MISCELLANY.

For the NEW YORK SCHOOL JOURNAL.

### Educational Papers.

SOLON S. DODGE.

Why do not more of our teachers take educational papers? This is perhaps a question not easily answered. Teachers have different views and opinions, which depend a good deal upon the place they occupy, that is, they may be principals or professors in a high school or academy, or teachers in a graded school, or they may occupy an humble post in some obscure ungraded school in the country. The higher the rank the greater the self-importance, is as true of teachers as of any other position in life. Very few principals of schools, or their assistants, will be found taking a paper relating to school work. Why? Because they learn nothing from it, which they do not already know, or if there should happen to be something new, they think their own way is the best, and do not care to experiment with new-fangled ideas or notions. They are simply contented to follow the courses of study laid out for them, either by the school board, or in some standard work on the subject, and deem the taking and reading of an educational journal merely a waste of time and money. Not all do and think thus, it is true; those that are really interested in their work, those that know and feel the deficiencies of our educational system are looking everywhere for pure light. But those that care nothing for their work, except the salary it brings—the pedants that know it all. They "haven't time to read an educational journal." Truly "a little learning is a dangerous thing." A live, enthusiastic, energetic, interested teacher desires to know what other live enthusiastic, energetic, interested teachers are doing.

### The Library and the School.

By SAMUEL S. GREEN, Worcester, Mass.

(This plan was adopted in 1880.)

The librarian first invited the teachers to select some country that they would like to have illustrated by means of books belonging to the library. They selected one, and the librarian gathered, say, one hundred volumes, relating to the country in the description of which aid was to be afforded, and pointed out wherein the value of each one consisted to assist teachers and scholars in studying geography. They saw at once that valuable aid could be had from the library in their work of teaching.

The next step taken by the librarian was to invite the teachers to tell him what countries the children were studying about at that time, and to keep him informed in regard to those they were at work upon at other times, in order that he might help them to pick out works suitable for school use. Books were at once selected for the immediate use of teachers and scholars. The teachers need books of travel and other works to read themselves, and from which to select interesting passages for children to read in the class, or to be read to them, and incidents to be related to the scholars orally. Volumes had to be picked out, too, for the children to use in the place of reading books, books of the right size, well printed, freely illustrated with really good wood-cuts, or engravings from metal, written in good English, and adapted to the ages of the children to whom they were to be given, and calculated to interest them. Books were also selected that treated of subjects closely connected with the lessons, for children to read by themselves in unoccupied hours in school, or for entertainment and improvement at home. The library arranged to issue two new kinds of cards, one for the benefit of teachers, the other to be used by teachers for the benefit of scholars. On cards of the first kind six books might be taken out by instructors, to be used in preparing themselves for school work, or for serious study in any direction. On the other kind of cards it was permissible to take out twelve volumes, for the use of scholars whose reading teachers had undertaken to supervise. Teachers were also invited to bring classes to the library to look over costly collections of photographs and engravings, illustrative of the scenery, animals and vegetation of different countries, and of street views in cities.

Good results have followed the movement in Worcester. One hundred and nineteen teachers took out either a teachers' or a pupils' card during the four months that elapsed, after putting the plans in execution, before the close of the schools for the summer vacation. Seventy-seven of these teachers took out both kind of cards. All



the cards taken out have been used. Most of them have been used constantly, and the number of books given out on them has been large. Besides these a very large number of books have been circulated by means of cards commonly used in the library which scholars have given up to their teachers, with a request for assistance in the selection of books for general reading.

The testimony of teachers and scholars has been uniformly to the effect that the use of books for the library has added much to the profitableness and interest of the exercises in reading and geography. It has been noticed that scholars enjoy reading from a well illustrated book of travels, and that in its use they read understandingly and with increased expression. The members of the class while not reading feel inclined to listen, and when asked, show ability to tell the teacher what others have been reading about. Scholars break off from the reading lesson, too, with a desire for its continuance. Two ladies having charge of a room in one of the grammar school buildings tell me that they have fitted up a dressing room, in which they arrange on a table illustrated books taken from the library, and that as a reward for good recitations one day, they allow scholars to go into the room the next day, a dozen or so at a time, to gather around the table to look at the illustrations and listen to the teacher's description of countries illustrated. These teachers say that lessons have been much better learned since the adoption of this plan than before, and announce that they intend to teach geography largely in this way in future.

### Results to be Obtained.

By COM. AMBROSE E. SAWYER, Jefferson Co.

Teachers should not be required to teach in accordance with any prescribed method. But I insist that they labor for the following results:

Teach so as to excite ideas in the minds of pupils. Teach the pupil to come into possession of his ideas in such a way that the process will train him to think correctly. Require ideas to be stated by the use of the best form of expression. Teach principles and rules in such a way that they will be understood, and give the pupils much practice in applying rules to the solution of all questions which may arise under them. As your pupils gain their knowledge through their senses, bring the objects of their study before them.

As reading is impossible without the ideas expressed by the words are understood, teach by object lessons the meaning of the words, in connection with the words themselves. Train the pupils to enunciate and pronounce distinctly; to read naturally and not mechanically, as is always the case when the sense is neither understood nor expressed.

Teach the first lesson in arithmetic by the use of objects with which to perform the first operations in numbers. Let the pupils construct their own tables in addition, subtraction, multiplication and division by the use of these objects.

Geography is a description of the earth; hence the study should be "of the earth, earthy," and not a description of dots and lines printed upon a map; therefore geography must be taught by leading a student to study the earth. Maps and globes are to be used as illustrations of the objects of study. The pupil must be taught to construct maps for himself, and on them locate the relations of countries, towns, rivers, and mountains, and then by imagination to transfer these relations to the earth itself, and in this way to study the earth, and not merely a map.

Object lessons in color, size, &c., are advised, singing is encouraged, and gymnastics and other sources of relief from weariness are demanded. The effects of such teaching is marvellous.

It is not in developing brain power only, or chiefly that the teacher's service is valuable. His influence in forming correct habits of thinking and feeling is where the great value of his service rests. These are transcendently more important than all the knowledge of the books.

New Jersey offers \$20 to every free public school in the state to start a library if the district raises an equal sum, and will add \$10 yearly on the same conditions.

It required 36,000 men on foot and 1,700 mounted soldiers to guard the road between Livadia and Sebastopol for two days and a night while the Czar of Russia was journeying recently between the two places. "Uneasy lies the head that wears a crown."

## FOR THE SCHOLARS.

### Cadet Life at West Point.

West Point is one of the most beautiful places in the world. It lies in a sheltered bend of the river nearly surrounded by mountains. There is a path that winds along the shore, quite hidden by trees, called "Flirtation Walk." It was originally called the "Chain-battery Walk," for it was at this point, during the Revolutionary war, that a chain of wrought iron was stretched across the river to prevent the enemies' ships from passing. Here Kosciuszko, the brave Pole who fought in our army, used to spend much time; and a little park and a fountain are to be seen near by called "Kosciuszko's Garden." At the close of the war in 1794, and when West Point was no longer of importance as a defensive position, a Military School was established through the instrumentality of Washington. The building used for this purpose was destroyed by fire two years later, and the school was suspended until 1801, when Congress organized the National Military Academy.

Many buildings since then have been erected; a fine Library Chapel, Mess Hall, the Academy, and the capacious Barracks, and a number of Quarters for those officers who are detailed as instructors.

The Professors hold permanent positions,—that is, until they are, in the opinion of the Government at Washington, incapacitated by age, for further service, and they are then retired. June is a marked month to a cadet. The candidates for admission report on the first; and about the fifteenth the graduates pass their final examinations and "bid farewell to cadet gray, and don the army blue."

The Encampment begins about the last of June, and is to these new cadets "Plebe Camp," to the third class "Yearling Camp," and First-class Camp to the senior class—favored beings, to whom it is a season of social enjoyment. The second class, who are called "furlough men," are away on a two months leave of absence.

Cadets are kept very busy while in Camp, although there are no books to be studied nor recitations to attend. At five o'clock the morning gun is fired, and is instantly followed by the rolling of drums, and the shrill music of fifes as "reveille" is beaten off. Breakfast is at six; Company drill at seven; and at eight the first drum for morning parade beats.

Immediately after parade the drum beats for Guard-mounting, which is a very pretty ceremony. The band plays as the Guard march out again during the Inspection of Arms, again after the Guard is formed, and once as they "pass in review."

These morning ceremonies in Camp, when the day is bright are witnessed by numerous visitors from the hotels, also by many of the Post officers and ladies, who make quite a pretty picture, gathered in groups under the elm trees, here and there the color of the scene being toned down by the quiet gray of cadet uniforms. Evening Parade attracts even more spectators, carriages depositing their loads of gay sightseers, making of the ordinary ceremony an important occasion. At nine o'clock in the morning drills begin. The various classes disperse; some go to a drill in the gunnery and are taught to manage the heavy cannon, firing at a target across a bend in the river. Others learn to maneuver the light battery with horses; others make gabions and fascines and raise earth-works; and still others are taught field telegraphy by which telegraph wires are rapidly connected and communication established with the General on the battle field. Some learn signaling with red and white flags, from one part of a field to another; the words being formed by the waving of flags. This is a very pretty drill. Sometimes at night a party of cadets ascend to Fort Putnam, which is an old revolutionary ruin on one of the hills, and signal with lanterns which they swing and wave in the same manner. Another party stationed on the plain beneath respond to the signals.

Of course there are many opportunities for recreation and amusement. In the summer, at least, the theory is advanced that "all work and no play" is impolitic, and cadets are permitted to leave camp for most enchanting strolls through "Flirtation Walk," escorting pretty girls along the shady path by the river.

Monday and Thursday nights are "Hop Nights," and as cadets are usually fine dancers these hops are held in high favor, and attract the youth and beauty from the surrounding country. They begin at half past eight and end promptly at half past ten, when the loud roll of a drum in the corridor puts a sudden termination to the most enchanting waltz and the dancers disperse. Darkness and absolute quiet so quickly succeed that one would fancy it had all been a fairy scene vanishing at the tap of a wand.

This lovely busy summer life is brought to a close by a grand ball on the 28th of August. On the morning of that day the "furlough men" are due. As they return on the Albany boat from New York, there is usually a large gathering in Camp waiting to receive them. After landing, they walk from the wharf to the end of the Cavalry plain in front of the library,

and there, joining hands and with a wild shout, they rush into camp, literally into the arms of their corps companions.

On the first of September recitations begin, and the great wheel of the United States Military Academy begins to revolve with the regularity and smoothness that years have given it.

There is an imperative demand for energy and perseverance, and "boning"—and studying becomes the absorbing occupation of every cadet who desires to escape being "found" in January.

On the first of June the Board of Visitors arrives: twelve men of pre-supposed intelligence and culture, appointed by the President for the purpose of inspecting and reporting the condition of the Academy in all its departments. Generally a Grand Review is ordered on that day, and the cadets appear in white pants, discharging the gray until the Fall.

West Point now puts on gala dress. Examinations are in progress every day until five o'clock, and after that hour each day there is a drill. Battalion and Skirmish drill are in order, with riding and wild cavalry "charges," noisy light battery maneuvers and the resounding discharges from the great sea-coast battery reverberating like thunder among surrounding hills. Every night the band plays, and for two weeks the scene changes with kaleidoscopic brilliancy; one pretty picture dissolving into another equally bright and attractive. The Graduating Parade is an occasion of much interest. The first class take their old places in ranks for the last time.

After the Parade is formed, the band "beats off,"—marching down and back in front of the Battalion playing a medley made up of "Auld Lang Syne," "The Girl I Left Behind Me," "Benny Havens," "Army Blue" and other appropriate airs. Then the evening gun is fired, and after the reading of the orders by the Adjutant, Parade is dismissed. All members of the First Class who are privates now step forward and stand in line with the cadet officers, and with them march to the front, halt and salute the Commanding officer with every hat removed and stand with uncovered heads while a few words of farewell are addressed to them.

The next morning the graduating exercises take place. If the weather be fair seats are arranged under the trees in front of the library to accommodate the officers of the Academic staff, the Board of Visitors and others. At eleven the Battalion, headed by the band, march from Barracks and form three sides of a square fronting the speaker's stand. Usually the Secretary of War is present, and makes an address, often followed by racy remarks by the Generals of our Army. Frequently the President of the United States presents the diplomas in person.

Cadet life in Barracks means work. During "release from quarters," rapid constitutional walks are indulged in,—Cavalry Drill in the riding hall being the only drill in the winter which affords physical exercise. There is only brief time for visiting at officers' quarters, and "boning" becomes the absorbing duty of the day.—Wide Awake.

### Stories About Crows.

By MRS. A. ELMORE.

A pet crow usually becomes a very cunning and wise bird. An old gentleman has just told me incidents of one that lived sixty years ago. It was like Mary's little Lamb, "it went to school with him one day" and enjoyed the sport so much that it formed a habit of going there on every school day. Scolding did no good, Jack's keen eyes watched every move of his master and when he saw the little dinner pail in his master's hand away he flew, and was on the play ground first.

On the days when the boys were kept at home to "help on" the farm, Jack had some way of his own for deciding about the school, and fearing that he might be captured, his master clipped one wing.

Jack attempted to fly, and finding that he could not do that he started off along the dusty road on foot scolding all the way no doubt about the trick which had been played on him. He was very angry when his master overtook him and carried him back home. Day after day he would run away to have a play with the scholars, until he found that bustle along as fast as he could, he was sure to be caught on the road, then he gave up and turned his attention to some new mischief.

One of his tricks was to call the farm hands to dinner, and if the mistress of the house called them first with out speaking to Jack, he would come to the kitchen door and scold at her until she caught up her broom and started after him; that would end his noise for that time; he hated the broom, for he had been punished with the brush end so many times that he knew all about the discomfort of it.

Then there was a crow I knew whose name was Dick; his home was in Illinois. Dick was a very droll bird and Harry had many hours of fun with him, but Harry's papa, who was very dignified clergyman, detested Dick, and the wise bird knew it very well and appeared to



derive actual pleasure from any annoyance which he could create in the path of that gentleman. He would hop along just out of reach of his enemy's cane and croak in the sauciest way, perking his head, on one side and then on the other until the gentleman would be so vexed that he would threaten to have Dick killed.

Harry would plead for his pet and Dick would fly up on Harry's shoulder and give expression to his gratitude in many odd maneuvers—for he seemed to know when a dispute had been settled about him.

One day when he had torn up some papers, and scattered them over the door yard, some one began to sweep them up. Dick was almost frantic and soon had the fragments all back again placing them about apparently with great care; then he flew up into a tree and scolded away at a great rate, as though he were saying; "Now see here, all you people, I have put those things there, they suit me, and you must let them alone."

Another day Harry's mamma had a tub of green crab apples placed on the porch. They had been gathered with great care and were intended to be preserved with the stems all perfect, great preparations were made for the event, but when all else was ready, the apples were missing.

"Dick!" called the lady.

"Caw!" answered Dick in his mildest tone hopping up the steps. "Did you steal my apples?"

"Caw!"—"Out of there, did you steal them?" "Caw, caw, caw!" answered Dick excitedly.

"I have a mind to wring your neck, you little thief."

"Caw!"—answered the culprit with his head on one side.

"Find them now," commanded the lady Dick scuttled off, the lady following, around the house, across the garden, into the henry, through the berry bushes, but no apples rewarded his pecking and chattering.

Just then Harry came whistling along the road from school. (The truth is Harry was quite as noisy as Dick). Away went Dick to meet his friend, and made known to him that he was in trouble again.

"Mamma," shouted Harry—"What has Dick been doing now?"

"He has stolen nearly every crab apple out of that tub."

Harry laughed, and Dick was encouraged by that to offer some important comments, if any one could have understood his language.

"Never mind, Mamma, I'll find them for you; shut the door and leave the rest there. I will watch and find out where he has hidden them." Dick had been busy all the afternoon no doubt, and had traveled so far in his round with his treasures, that the novelty was quite worn away, and he did not carry off the rest of them.

Possibly he knew that he was watched at that time, and was too shrewd to be caught. Two days after Harry found him hopping along among the dried weeds in the arched, transferring his apples from one little hollow to another, and they were recovered uninjured.

At another time I watched him as he purloined some bits of freshly cut chicken through the kitchen window, and with the solemnity of a sexton proceeded to bury them in the folds of the clergyman's garden coat as it lay on a rustic settee. His revenge all prepared he flew to his favorite perch and awaited the result, but some one else brought in the coat, dropped the bits unheeded, and Kitty seized them, much to Dick's displeasure.

No doubt some misdeed has long ago caused Dick to lose his little shining black head.

When Harry reads this he will recall many more incidents in the life of his pet, and he and his Mamma will have a hearty laugh over them, while Papa turns back to read his paper and wonders how anybody could be so silly as to write a story about a crow.

### The Bashful Man's Story.

TOLD BY HIMSELF.

I am, unfortunately overstocked with bashfulness: in short, I am commonly known by the appellation of "The Bashful Man." I had been invited to dine with Sir Thomas Friendly, who was an intimate acquaintance of my late uncle, and who has two sons and five daughters, all grown up. As I approached the house a dinner-bell alarmed my fears, lest I had spoiled the dinner by want of punctuality; impressed with this idea I blushed the deepest crimson, as my name was repeatedly announced by the several liveried servants who I saw. At my first entrance I summoned all my fortitude, and made my bow to Lady Friendly; but unfortunately in bringing my left foot to position, I trod upon the

gouty toe of poor Sir Thomas, who had followed close to me to my heels. The confusion this occasioned in me is hardly to be conceived, but the baronet's politeness by degrees dissipated my concern, and I was astonished to see how far good breeding could enable him to support his feelings, and to appear with perfect ease after so painful an accident.

The cheerfulness of her ladyship, and the familiar chat of the young ladies, insensibly led me to throw off my reserve and sheepishness, till at length I ventured to join in conversation, and even to start fresh subjects. The library was richly furnished with books in elegant binding, and observing an edition of "Xenophon," in sixteen volumes, which excited my curiosity, I rose up to examine what it could be. Sir Thomas saw what I about, and, as I supposed, willing to save me trouble, rose to take down the book, which made me more eager to prevent him; and hastily laying my hand on the first volume, I pulled it forcibly: but lo! instead of books, a board, which by leather and gilding had been made to look like sixteen volumes, came tumbling down, and unluckily pitched upon a inkstand on the table under it. In vain did Sir Thomas assure me there was no harm; I saw the ink streaming from the table on to the Turkey carpet, and scarcely knowing what I did, attempted to stop its progress with my cambric handkerchief. In the height of this confusion we were informed that dinner was served up, and I with joy perceived that the bell which at first had so alarmed my fears, was only the half-hour dinner-bell.

In walking through the hall and suite of apartments to the dining room, I had time to collect my scattered senses, and was desired to take my seat betwixt Lady Friendly and her eldest daughter at the table. Since the fall of the wooden "Xenophon," my face had been continually burning like a firebrand; and I was just beginning to recover myself, and to feel comfortably cool, when an unlooked-for accident rekindled all my heat and blushes. Having set my plate of soup too near the edge of the table, in bowing to Miss Dinah, who politely complimented the pattern of my waistcoat, I tumbled the whole scalding contents into my lap. In spite of an immediate supply of napkins to wipe the surface of my clothes, my black silk breeches were not stout enough to save me from the painful effects of this sudden fomentation, and for some minutes my legs and thighs seemed stewing in a boiling cauldron; but recollecting how Sir Thomas had disguised his torture when I trod upon his toe, I firmly bore my pain in silence, and sat with my lower extremities parboiled amidst the stifled giggling of the ladies and the servants.

I will not relate the several blunders which I made during the first course, or the distress occasioned by my being desired to carve a fowl, or help to various dishes that stood near me, spilling a sauce-boat, and knocking down a salt-cellar; rather let me hasten to the second course, "where fresh disasters overwhelmed me quite."

I was served with pudding hot from the oven and a piece was on my fork, when Miss Louisa Friendly begged to trouble me for a pigeon that stood near me. In my haste, scarcely knowing what I did, I whipped the pudding into my mouth, hot as a burning coal. It was impossible to conceal my agony,—my eyes were starting from their sockets. At last, in spite of shame and resolution, I was obliged to place the cause of torment on my plate. Sir Thomas and the ladies all compassionated my misfortune, and each advised a different application; one recommended oil, another water, but all agreed that wine was best for drawing out fire, and a glass of sherry was brought me from the side-board, which I snatched up with eagerness: but oh! how shall I tell the sequel? Whether the butler by accident mistook, or purposely designed to drive me mad, he gave me the strongest brandy, with which I filled my mouth, already flayed and blistered. Totally unused to ardent spirits, with my tongue, throat, and palate as raw as beef, what could I do? I could not swallow; and clapping my hands upon my mouth, the villainous liquor squirted through my nose and fingers over the table; and I was crushed by bursts of laughter from all quarters.

In vain did Sir Thomas reprimand the servants, and Lady Friendly chide her daughters, but the measure of my shame and their diversion was not yet complete. To relieve me from the intolerable state of perspiration which this accident had caused, without considering what I did, I wiped my face with that ill-fated handkerchief, which was still wet from the consequences of the fall of "Xenophon," and covered all my features with streaks of ink in every direction. The baronet himself could not support this shock, but joined his lady in the general laugh; while I sprang from the table in despair, rushed out of the house, and ran home in an agony of confusion and disgrace.

### The Boyhood of Lincoln.

Abraham Lincoln was the best representative of American character who has yet filled the office of President of this republic. He was thoroughly and eminently American, and intensely Republican in character and sentiment. This is why he became so immensely popular when brought prominently before the people by the exigencies of the political career of the country.

This unexceptionally distinguished man was born of very poor, and very ignorant, and very uncultivated parentage, in an humble log cabin situated in a lonely, backwoods portion of Kentucky. His father was descended from an English family who is said to have emigrated to Pennsylvania in company with other followers of William Penn.

The family were among the poorest of the settlers of that rather sterile section of the state, and not only did the parents find it necessary to work hard and live cheaply, but they were obliged to require their children to do the same. There were no schools, and the parents of Lincoln were quite illiterate, hence his literary opportunities were small. His mother could read and she took pleasure in teaching her children that wonderful art.

Abraham acquired it at the age of seven and at once set about mastering the family library, consisting of a cheap edition of the Bible, the Methodist hymn-book, and a comic almanac. In 1817 the family removed to Indiana. This move was doubtless made with the hope of ultimate benefit, the intention being to allow the children an opportunity to grow up with the country. There surely could be no immediate advantage derived from it. It was almost a wilderness, the population being very sparse, and the clearings small. There was unlimited work to do but wages were low; money, food, and clothing scarce, and schools and libraries were among the things that were hoped for, but not yet realized. Abraham dreamed of these things and longed for them, but except a copy of each of a life of Washington, and of Marion, and Bunyan's Pilgrim's Progress, the boy could get no books through which to commune with the great minds of the past:

"By whose living thought we climb,  
The mount of mind, where sage of olden time,  
And Heaven-inspired seer bath meekly stood,  
And seized the immortal thought that round them spread,  
With which to make a rich repast of mental food,  
To feast our souls—the living from the dead."

His mother died when Abraham was eleven years of age, and he felt his loss deeply. His mother had been his favorite companion and principal teacher, and her sympathy was necessary to the happiness of this sensitive and somewhat melancholy boy. While his mother lived he cared little—he said—for other society than hers, but after her death he sought more eagerly the companionship of other boys near his own age. He possessed the qualities that give leadership to boys, and naturally took that position among his rude comrades. Yet although a leader he was then as in after life the representative of those he led.

At a recent meeting of the Board of directors of the Presbyterian Theological Seminary of the Northwest, at Chicago, Ill., the Hon. Cyrus H. McCormick paid over as a new and unconditional gift the sum of \$75,000, making, with previous gifts, a total sum of more than \$200,000 presented by him to that institution. Mr. McCormick also pledges himself to give \$5,000 for every like sum presented by any person after a fund of \$50,000 has been raised from other sources.

### No More Hard Times.

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The models for a monument column at Yorktown, Va., are now on view at the War Department.

The cultivation of pampas grass, now so much used for decorative purposes, has become quite a profitable industry in southern California. Three-quarters of an acre planted in pampas grass yielded, at two and a half cents per head, \$500. Another grower sold all he could raise at seven and a half cents per head. Last year 10,000 heads or plumes of this grass were sold from that region.

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## The Electric Light.

Broadway, in the city of New York, is to be lighted by the electric lamp; already that portion from Fourteenth street to Thirty-fourth street is so lighted. To produce the electricity an immense steam-engine is used; it requires a horse-power for a single lamp. Two wires run from the engine to the lamp, and at the end of each there is a round pencil of carbon; it looks like a sharpened lead-pencil. The light is formed by the sparks that pass from one pencil point to the other. These pencils are renewed every day.

The electric lamp is now used in Cleveland, Montreal, San Francisco, Chicago, St. Louis, Detroit and Wabash, Ind. It has been tried and found to be cheap, when the great amount of light is taken into consideration. The usual electric-lamp gives as much light as 2,000 candles, and beside it a gas-light looks yellow and feeble.

There are several inventors of this mode of using electricity, but the most practical method was devised by Mr. C. E. Brush of Cleveland, Ohio; hence it is called the "Brush machine." He has studied the subject from boyhood and has made many inventions; he has thus made a good deal of money.

This light will be experimented on until in a few years every house in the cities, and large towns will use it. Edison has been at work for over a year to discover a method by which the daily renewal of the carbon pencil could be avoided, and it is believed he has made a great discovery about it.

BOOKS ARE COMPANIONS.—God be thanked for books. They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levelers. They give to all, who will faithfully use them, the society, the spiritual presence, of the best and greatest of our race. No matter how poor I am; no matter though the professors of my own time will not enter and take up their abode under my roof; if Milton will cross my threshold to sing to me of Paradise, and Shakespeare to open to me the world of imagination and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man though excluded from what is called the best society in the place where I live.—CHANNING.

The child learns more by his fourth year than the philosopher at any subsequent period of his life; he learns to affix an intelligible sign to every outward object and inward emotion, by a gentle impulse imparted by his lips to the air.—EVERETT.

## Guilty of Wrong.

Some people have a fashion of confusing excellent remedies with the large mass of "patent medicines," and in this they are guilty of a wrong. There are some advertised remedies fully worth all that is asked for them, and one at least we know of—Hop Bitters. The writer has had occasion to use the Bitters in just such a climate as we have most of the year in Bay City, and has always found them to be first-class and reliable, doing all that is claimed for them.—Tribune.

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